



# Wintec

WAIKATO INSTITUTE OF TECHNOLOGY  
New Zealand







## The Bachelor of Teaching (ECE)

- Bachelor of Teaching (Early Childhood Education)
- Early Childhood: new-born babies – 6 years old
- 3 Year Degree, Level 7
- 7.0 IELTS (across all bands)
- Field-based Programme
- Practicum
- Putting skills and knowledge into practice
- Professional knowledge, practice, values, relationships, leadership and advocacy

# Initial Teacher Education Team Research

Majority of Lecturers are research active

Individual research activities:

- PhD dissemination:
  - EPortfolios and assessment
  - Teachers sense of belonging in a for profit ECE setting
  - Celtic and Māori considerations of culturally compatible traveling companions
  - Children's understanding of disability

Team research activities:

- Traversing the journey
- Learning through play in new entrant's classrooms
- Co-teaching on a degree programme



# Traversing the Journey: From student teacher to full teacher certification.

---

- **Research Aim:**
  - To investigate the journey of student teachers as they complete their programme of study and begin their careers in the teaching profession.
- **Data collection**
  - Longitudinal study – 2018 – 2021
  - Survey graduating students (2018)
  - Focus group of 8 students (2019)
  - Survey graduating students (2019)
  - 2 focus groups (2020)





## Initial findings

- Vast majority of graduating students identified that they felt prepared to teach due to the following components of the degree:
  - Impact of Field-based Practice
  - Mentor was influential – quality and relationship
  - Quality of setting
  - Praxis – putting theory into practice
  - Triadic relationship



# Learning Through Play in New Entrants Classrooms

---

## Research Aims:

- What play-based learning looks like in the school sector and how this compares with the philosophy of this approach in early childhood education.
- How junior teachers implement the play-based learning approach in their classrooms and how much of the 'traditional' approach remains. Also, how the curriculums and pedagogies from the two sectors combine.
- What impact the play-based approach has on learners and their transitions – from ECE to junior primary and onwards.



# Data collection and Initial Findings

- Longitudinal study – 2019-2022
- Data has been collected through surveys and interviews with teachers in classrooms who follow a learning through play philosophy
- Initial findings indicated positive feedback from teachers on observed benefits of learning through play
- Teachers indicated that they faced some challenges including limited knowledge of other teachers and support from the school
- Next phase will explore this further with classroom observations, conversations with children, and parent surveys

# **PhD Study: Young children's understandings of disability.**

- Working with 4 to 5 year old children
- Children with and without disability
- Data generation methods
- Pilot study
- First early Childhood setting
- Initial thoughts





# Young Children's Understanding of Disability



## Why is this research relevant?

- A) 'The early years has been identified as the key time children start to develop attitudes about others and these attitudes are malleable (Diamond and Hesternes,1994).
- B) There has been a steady rise in inclusive learning environments in early childhood education nationally and internationally (Selvaraj, 2016).
- C) Inclusion principles are not enough, it requires inclusion practices.
- D) Inviting children's Working Theories and the child's voice from them is a necessary outcome of Te Whāriki.



# The Early Childhood Sector in New Zealand

- ECE services are licensed by the Ministry of Education
- In 2019 there are 4,653 licensed ECE services in New Zealand
- Made up of Education and Care settings, Kindergarten, Playcentre, Kōhanga Reo and Home-based
- Privately owned, owned by corporations or community owned
- Staffed by a mix of qualified teachers and unqualified teaching assistants



# Kindergarten

- New Zealand Kindergartens Incorporated Te Pūtahi Kura Puhou o Aotearoa (NZK)
- National organisation represents 23 regional kindergarten associations over 500 kindergartens and other services across Aotearoa New Zealand
- 14% of the sector enrolments
- Public Provider
- 100% qualified teachers
- First kindergarten 1889





# Education and Care Settings

- Privately owned or owned and operated by a community group
- May have language, cultural or religious focus
- May have specific philosophy about teaching and learning
- Cater for children aged between birth and school age
- Provide a variation of hours with flexible-hour programmes or all-day sessions
- Group size, fees, and provision of extras such as meals and nappies vary
- Follow the curriculum *Te Whāriki*



# Playcentre

“whānau tupu ngātahi – families growing together”

- Run by parents; free education and qualification programme for parents
- Parents/family supported to learn alongside their child to build stronger communities
- Te Whāriki provides the basis for the learning programmes
- Children can attend from birth – six years of age
- Child-led mixed-age play the focus
- Sessional
- Over 420 Playcentres in New Zealand



# Kohanga Reo

- Started in 1982 as a movement to retain Māori language
- Total immersion Māori language and values for preschool aged children and their families
- Children learning Māori language and culture alongside their parents/families
- Te Whāriki provides the basis for the learning programmes
- Run by parents/families; they oversee the operation and decision making and are involved in the daily programme
- From birth – six years of age
- Approximately 450 Kōhanga Reo in New Zealand





# Homebased Education and Care

- Two types of homebased care
- Nanny - children are cared for in the child's home
- Home based Educator – children cared for in Educators' home, children from different families
- Can be a popular option for infants
- Over seen by a Service Provider that meets Ministry of Education requirements
- Qualified registered Early childhood Teacher is assigned to each family & caregiver to support the children's learning & development
- 2019 – 2029 Early learning action plan discusses the move towards a Level 4 ECE Qualification in Home based





**Questions?**



**Questions?**

